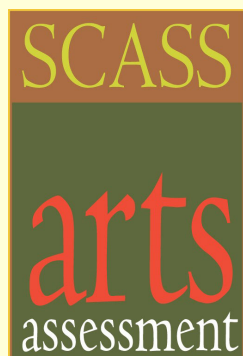


SCASS Arts Training Series

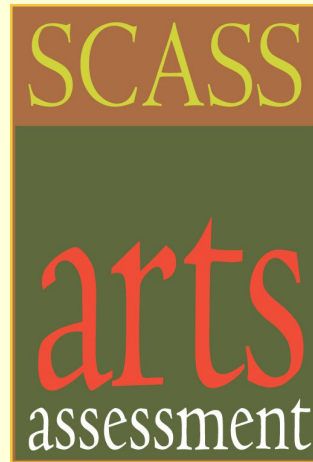
SCASS Arts Item Pool

State Collaborative on Assessment and Student
Standards

Arts Education Assessment Consortium
Council of Chief State School Officers



SCASS Arts Item Pool



Heather Hignite

SCASS Arts Web Consultant



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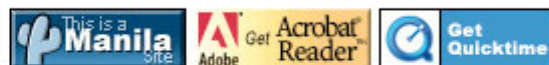
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This collection is offered as potential assessment material where users will benefit from:

- Knowing appropriate student expectations
- Realizing a question may have different response expectations based upon grade level or students' years of experience.
- Screening for sensitivity and bias
- Item try-out, piloting and/or field-testing
- Local/State professional development with arts educators

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Agreement

The arts education assessment materials found in this collection were contributed by participating states over the 2001-2002 project year. Most of the assessment items were written by arts educators and were contributed by teachers, local districts and state departments of education.

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While the items have been screened for content validity, sound assessment development practices, as suggested in the disclaimer below, should be employed before they are used with students. Additional assistance is available from the SCASS/Arts Assessment Consortium in the form of professional development materials with guidelines for developing and refining these items in appropriate assessments.

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Select Items to View

All ☐ Sixth ☐
Kindergarten ☐ Seventh ☐
First ☐ Eighth ☐
Second ☐ Ninth ☐
Third ☐ Tenth ☐
Fourth ☒ Eleventh ☐
Fifth ☐ Twelfth ☐

Discipline

All ☐
Dance ☐
Music ☒
Theatre ☐
Visual Arts ☐

Key Descriptor

* All Key Descriptors For Music
Vocabulary-Music Elements/Reading
Composition/Improvisation/Performance
History/Style/Culture
Analysis/Evaluation
Careers/Interdisciplinary Connections

Standard

* All Standards For Music

1. Singing, alone & with others, a varied repertoire of music
2. Performing on instruments, alone & with others, a varied repertoire of music
3. Improvising melodies, variations, & accompaniments
4. Composing & arranging music within specified guidelines
5. Reading & notating music
6. Listening to, analyzing, & describing music
7. Evaluating music & musical performances
8. Understanding relationships between music, the other arts, & disciplines outside the arts
9. Understanding music in relation to history & culture

Submit

Select Items to View

Fourth Grade

Music

Vocabulary-Music Elements/Reading

5. Reading and notating music

- [d.c. al fine](#)
- [Music alphabet](#)
- [musical alphabet](#)
- [definition of dynamics](#)
- [note values](#)
- [pentatonic 2](#)

6. Listening to, analyzing, and describing music

- [Instruments](#)
- [Melodic Percussion Instrument](#)
- [Pace](#)
- [Lyrics](#)
- [Ballad](#)
- [Downbeat](#)
- [Woodwind](#)

Search again

- | | |
|--|-----------------------------------|
| All <input type="checkbox"/> | Sixth <input type="checkbox"/> |
| Kindergarten <input type="checkbox"/> | Seventh <input type="checkbox"/> |
| First <input type="checkbox"/> | Eighth <input type="checkbox"/> |
| Second <input type="checkbox"/> | Ninth <input type="checkbox"/> |
| Third <input type="checkbox"/> | Tenth <input type="checkbox"/> |
| Fourth <input checked="" type="checkbox"/> | Eleventh <input type="checkbox"/> |
| Fifth <input type="checkbox"/> | Twelfth <input type="checkbox"/> |

Discipline

- All
- Dance
- Music
- Theatre
- Visual Arts

Key Descriptor

- * All Key Descriptors For Music
- Vocabulary-Music Elements/Reading
- Composition/Improvisation/Performance
- History/Style/Culture
- Analysis/Evaluation
- Careers/Interdisciplinary Connections


Standard

- * All Standards For Music
- 1. Singing, alone & with others, a varied repertoire of music
- 2. Performing on instruments, alone & with others, a varied repertoire of music
- 3. Improvising melodies, variations, & accompaniments
- 4. Composing & arranging music within specified guidelines
- 5. Reading & notating music
- 6. Listening to, analyzing, & describing music
- 7. Evaluating music & musical performances

Theme and Variation visual art

Item Stem: Look at the following works of art. Which musical form best represents this series of art works?

Stimulus for this item

Zealand Falls, White Mountains, New Hampshire: [zealand.pdf](#) 

Answer Options

A: theme and variation

B: rondo

C: fugue

D: verse and refrain

★ **Correct Answer:** A

Additional Item Information

Intended grade level(s): 5, 6, 7, 8

Key descriptors: Careers/Interdisciplinary Connections

National music standard: 8. Understanding relationships between music, the other arts, and disciplines outside the arts

How many minutes does it take to complete assessment item (*stimulus and response*): 0-1

Specific Stimulus or Resource

Stimulus or Resource needed?: yes

Type of stimulus: Arts Reproduction

Title of stimulus: 1. Zealand Falls, White Mountains, New Hampshire; 2. Lake and Mountains; 3. An Indian Summer Morning in the White Mountains

Brief Description of Stimulus: The stimulus materials include three visual representations of mountains and water.

Date completed/published: 1.1973; 2.not dated; 3.1857

Artist/author's full name: 1. Dean Brown; 2. David Young Cameron; 3. Jasper Francis Cropsey

Possible legitimate source(s) for acquiring the specific stimulus: Currier Museum of Art, Manchester, NH 1. [http://216.204.67.110/Obj1429\\$\\$168](http://216.204.67.110/Obj1429$$168)*18899 2. [http://216.204.67.110/Obj5951\\$\\$168](http://216.204.67.110/Obj5951$$168)*18902 3. [http://216.204.67.110/Obj69\\$\\$168](http://216.204.67.110/Obj69$$168)*18908





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Available Options

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- [Add to Music Items](#)
- [Add to Theatre Items](#)
- [Add to Visual Arts Items](#)
- [List Pending Dance Items](#)
- [List Pending Music Items](#)
- [List Pending Theatre Items](#)
- [List Pending Visual Arts Items](#)



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Add a new Music Item

Please specify the type of response this item will call for:

- ☐ Selected-Response
- ☐ Constructed-Response

Create New Item



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Add a music Item

Item Pool Submission

Do Not Submit Copyrighted Materials

* **Item Title**

Item Stem

Option A

Option B

Answer Key


A ☐ B ☐ C ☐ D ☐

Additional Item Information

Submitter Name

Arts Content

* **State (US only)**

Choose One 

* **This item is intended for use at what grade level(s)?**

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

*** Item descriptors**

- ☐ Vocabulary-Music Elements/Reading
- ☐ Composition/Improvisation/Performance
- ☐ History/Style/Culture
- ☐ Analysis/Evaluation
- ☐ Careers/Interdisciplinary Connections

National Standard

1. Singing, alone and with others, a varied repertoire of music

How many minutes does it take to complete assessment item (stimulus and response)

- ☐ 0-1
- ☐ 2-5
- ☐ 5+

Specific Stimulus or Resource

Is a stimulus or resource needed?

(If answer is Yes, please complete information below)

- ☐ Yes
☒ No

Type of stimulus

- ☐ Written/Quote
☐ Music Notation
☐ Audio Sound Byte
☐ Arts Reproduction
☐ Photograph
☐ Video
☒ none

Brief Description of Stimulus:

Title of stimulus:

Verification of Item Content Accuracy

Is source for verification of item content accuracy provided?

- ☐ Yes
☒ No

Cite a published source (complete bibliographic information) that verifies accuracy of the content of the item

* = required field

Add Entry

Upload New Stimulus

Add a new Stimulus for this item

Title

Choose a file

Choose File

no file selected

Create New Stimulus

Or Select a Currently Approved Stimulus for this item

Select from previously approved stimuli.

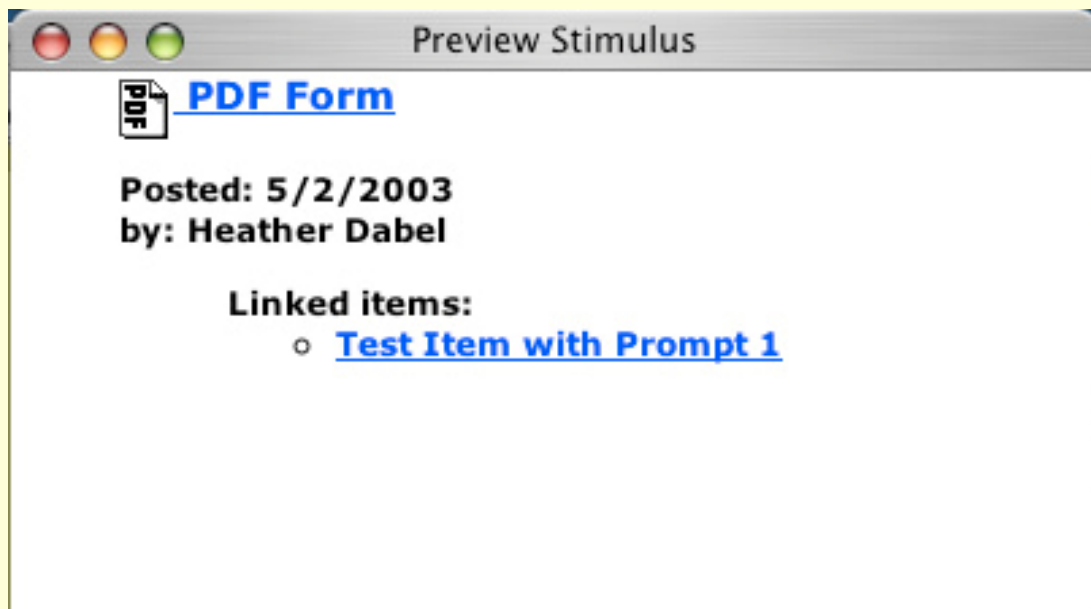
PDF Form

Link To This Stimulus

Preview Stimulus

Stimulus Criteria

File format	Type of file	Max file size	Use-Dimension
jpg	Image	200KB	For photographs, color images. Approx. 600 pixels wide
gif	Image	200KB	For logos, line drawings. Approx. 600 pixels wide
doc	MS Word document	500KB	For print documents
ppt	MS Powerpoint	1MB	
pdf	Adobe portable document format	500KB	For print documents where it is imperative to keep formatting
wav	Audio file	1MB	
au	Audio file	1MB	
mp3	Audio file	1MB	
mid	Audio file	200KB	
ra/ram	Real Audio or Real Video	1MB	Single bit rate, not multi stream bits





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Items currently in the Editorial Queue

Locked Records Awaiting Review & Approval			
Rec	Item Title	Content Review	assessment Review
1087	Best Song Ever	Pending	Pending
1088	Theme and Variation visual art	Approved	Pending
1091	Rhythm Writing	Pending	Approved

[Create a new item to add to the queue](#)

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Items currently in the Final Queue

Item Title					
Rec	Content	Assessment	Final Review 1	Final Review 2	Days Remaining
Dance					
Sample item					
996	Approved 5/6/2004	Approved 5/6/2004	Approved 5/6/2004	Pending	21

Add a music Item

Item Pool Submission

Do Not Submit Copyrighted Materials

* Item Title

Task Description

Materials and Set Up

Directions and Script for Assessment Administrators

Item Stem Stimulus

--

Constructed Response (scoring guide, rubric, etc.)

--

Dimension 1(Title of dimension)

--

Score Level 4

--

Score Level 3

--

Best Song Ever

Item Stem: You are listening to the radio and you have just heard what you believe is "the best song ever". Describe what makes this song the "best" and, using appropriate music terminology, explain why .

Item Title

Best Song Ever

Task Description

Students are asked to defend their "best song ever" using appropriate music terminology.

Materials and Set Up

Preparation for written constructed response.

Directions and Script for Assessment Administrators

none

Item Stem Prompt

You are listening to the radio and you have just heard what you believe is "the best song ever". Describe what makes this song the "best" and, using appropriate music terminology, explain why .

Stimulus for this item

None

Constructed Response (scoring guide, rubric, etc.)

Scoring guidelines below for "Best Song Ever".

Dimension 1 (title of dimension)

Use of music terminology

Score Level 4

Uses appropriate music terminology consistently and correctly to describe musical attributes.

Score Level 3

Blends appropriate music terminology and musical slang to describe musical attributes.

Score Level 2

Relies on musical slang or inconsistently uses music terminology to describe musical attributes. Possibly some incorrect use of musical vocabulary.

Score Level 1

Use of musical terminology is attempted; however the result is inconsistent or incorrect.

Level 0 - Unscorable: Unacceptable response or no attempt

No attempt at using musical terminology is evident.

Dimension 2 (title of dimension)

Detail to description

Score Level 4

Layers of detail are included in the written response such as compositional features, rhythmic features, instrumentation, and dynamics.

Score Level 3

Three musical features are described in detail.

Score Level 2

Two musical features are described in detail.

Score Level 1

One musical feature is described in detail.

Level 0 - Unscorable: Unacceptable response or no attempt

Detail is omitted from the written response or incorrectly describes particular musical features.

Additional Item Information

Intended grade level(s)?: 5, 6, 7, 8

Key descriptors: Analysis/Evaluation

National music standard: 7. Evaluating music and musical performances

How many minutes does it take to complete assessment item (*stimulus and response*): 1-15

Record status for item number: 1088

Date Created:	5/6/2004
Last Edit:	5/6/2004
Version History	
Content Review: Approved Last action: 5/6/2004	Available Options
Assessment Review: Pending Last action: 5/6/2004	Available Options Click to approve Reject and delete this item Edit Record

Current login:

Approved Records by Discipline

Run Time: 5/6/2003; 10:02:08 AM

Dance	86 records
California	15
Louisiana	13
New Hampshire	12
New Jersey	37
Wisconsin	9
Music	97 records
California	26
Louisiana	13
New Hampshire	14
South Carolina	26
Wisconsin	18
Theatre	71 records
California	7
Louisiana	11
New Hampshire	8
New Jersey	25

Totals Records by State

Run Time: 5/6/2003; 10:02:08 AM

State	Total Records
California	69
Louisiana	66
New Hampshire	74
New Jersey	64
South Carolina	52
Wisconsin	55

More reports

- Approved Records by Discipline
- [Approved Records by Grade Level](#)
- [Approved Records by State/Grade](#)
- [Approved Records by Discipline/Standard](#)
- [Approved Records by State/Discipline/Standard](#)
- [Approved Records by Discipline/Grade](#)



SCASS Summary Reports

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Approved Records by Grade Level

Run Time: 5/6/2003; 10:02:08 AM

Number of items at particular grade levels should not be used to compute total number of items in pool.

Grade Level	Records
Kindergarten	13
First Grade	14
Second Grade	26
Third Grade	63
Fourth Grade	89
Fifth Grade	141
Sixth Grade	182
Seventh Grade	200
Eighth Grade	208
Ninth Grade	216
Tenth Grade	202
Eleventh Grade	180
Twelfth Grade	181



More reports

- [Approved Records by Discipline](#)
- [Approved Records by Grade Level](#)
- [Approved Records by State/Grade](#)
- [Approved Records by Discipline/Standard](#)
- [Approved Records by State/Discipline/Standard](#)
- [Approved Records by Discipline/Grade](#)

Approved Records by Discipline/Standard

Run Time: 5/6/2003; 10:02:08 AM

Dance	86 total records
Standard	Records
(d1) 1. Identifying and demonstrating movement elements and skills in performing dance	21
(d2) 2. Understanding choreographic principles, processes, and structures	11
(d3) 3. Understanding dance as a way to create and communicate meaning	9
(d5) 5. Demonstrating and understanding dance in various cultures and historical periods	33
(d6) 6. Making connections between dance and healthful living	1
(d7) 7. Making connections between dance and other disciplines	11
Music	97 total records
Standard	Records
(m1) 1. Singing, alone and with others, a varied repertoire of music	2
(m2) 2. Performing on instruments, alone and with others, a varied repertoire of music	2

Approved Records by State/Discipline/Standard

Run Time: 5/6/2003; 10:02:08 AM

[California](#) | [Louisiana](#) | [New Hampshire](#) | [New Jersey](#) | [South Carolina](#) | [Wisconsin](#) | [More reports...](#)

Dance records for California	15 total records
Standard	Records
(d1) 1. Identifying and demonstrating movement elements and skills in performing dance	7
(d2) 2. Understanding choreographic principles, processes, and structures	2
(d3) 3. Understanding dance as a way to create and communicate meaning	0
(d4) 4. Applying and demonstrating critical and creative thinking skills in dance	0
(d5) 5. Demonstrating and understanding dance in various cultures and historical periods	6
(d6) 6. Making connections between dance and healthful living	0
(d7) 7. Making connections between dance and other disciplines	0
Music records for California	26 total records
Standard	Records

Contributors to the SCASS:Arts Item Pool

The following individuals have contributed to the SCASS:Arts Item Pool in various ways.

CCSSO

Frank Phillip

California

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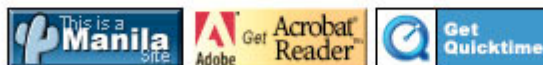
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Cultural Partners

Our cultural partners enrich the SCASS Arts item pool by providing resources that can be used in the creation of assessment items.

Currier Museum of Art, Manchester, NH.: *The Currier is an internationally renowned art museum located in Manchester, New Hampshire. The Currier features European and American paintings, decorative arts, photographs and sculpture, including works by Picasso, Monet, O'Keeffe, and Wyeth*



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